DOCUMENT RESUME

ED 073 225 VT 014 646

TITLE	Administering the Labor Agreement. Manager Development Series.
INSTITUTION	Department of the Army, Washington, D.C.
REPORT NO	CPP-45-M-3
PUB DATE	10 Aug 71
NOTE	27p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Activity Units; Administrator Role; Case Studies; Course Organization; Curriculum Guides; *Guides; *Instructional Materials; *Labor Laws; *Labor Unions; *Management Education; Supervisory Training; Trade and Industrial Education

ABSTRACT

Prepared under the direction of Headquarters, Department of the Army with the aid of subject matter specialists and technicians, this guide was designed to facilitate the preparation for and presentation of a course in administering local labor agreements. The five sessions, intended for first-line supervisors involved in day-to-day administration of labor agreements, include: (1) Expectations of Army Management, (2) Understanding the Contract, (3) Role of Management, (4) Role of the Union, and (5) Evaluating Experience with the Contract. Each session is discussed in activity sheets which contain: (1) the subject matter topic, (2) objectives for the session, (3) staff, (4) advance preparation by participants and staff, (5) outline of the session activities, and (6) assignments for the next session. Learning activities include lectures, conferences and work groups, case discussions, role playing, reading, films, and visual aids. (GEB)

ED 073225

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CIVILIAN PERSONNEL PAMPHLET NO 45-M-3

SURPLUS
DUPLICATE

MANAGER DEVELOPMENT *Series*

ADMINISTERING THE LABOR AGREEMENT

VT014646

DEPARTMENT OF THE ARMY, WASHINGTON, D. C.

FOREWORD

Transmitted herewith is CPP 45–M–3, Administering the Labor Agreement. The material in this guide was prepared by Headquarters, Department of the Army (Office of Civilian Personnel, ODCSPER) and reflects the combined thinking and experience of many subject matter specialists and technicians, both field and departmental. Its purpose is to facilitate both the preparation for and presentation of a course in administering local labor agreements. The guide prescribes certain selected and approved training techniques and approaches but, at the same time, provides for the use of local adaptations and staff member ingenuity.

HEADQUARTERS
DEPARTMENT OF THE ARMY
Washington, DC, *10 August 1971*

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INTRODUCTION

Format. The guide has been organized into major categories and sequences of activity as revealed by the Table of Contents. In addition, the following information should be of assistance to the user:

a. Session activities. Each of the five sessions is discussed in a separate activity sheet which outlines the following:

(1) The subject matter topic.
(2) Objectives for the session.
(3) Staff.
(4) Advance preparation by participants and staff.
(5) Outline of the session activities.
(6) Assignments for the next session.

b. Appendixes. Appendixes A and B contain suggested lecture outlines for the introductory remarks by the Civilian Personnel Officer and the keynote lecture by the Commanding Officer or his representative. In addition, appendixes C, D and E contain several suggested cases which may be used in work groups for discussion purposes or as background for the development of role playing sequences.

c. Items not included. This Leaders Guide provides basic material for local adaptation. Accordingly, some of the items required for the course not included as part of the guide, are as follows:

(1) *Lectures.* An outline of general points to be covered in the lectures that are scheduled for the first session is included in appendix A. Lectures for other sessions are not included and should be tailored after appropriate chapters of CPP 72, Administering the Labor Agreement. The approach, content, and emphasis in these lectures must be geared to each local situation in order to be meaningful. In addition, they should be amended and expanded as appropriate to reflect changing conditions and relationships with local union organizations.

(2) *Labor agreements.* The agreement used in the course must be the local contract that the participants work with and have a need to understand. Some installations have complex agreements while others have short, simple ones; each installation must use its own in order for the training to meaningful.

(3) *Outside reading assignments.* CPP 72, Administering the Labor Agreement, is the textbook for this course and the reading assignments are in this pamphlet. The pamphlet is available through normal publications channels and should be furnished all participants.

COURSE INFORMATION

1. Background. This course was planned and organized to provide guidance in the administration of negotiated agreements within the spirit and intent of the Federal labor-management relations program as implemented in the Department of the Army. It is an integral part of a comprehensive program to train and develop local managers and supervisors in all aspects of labor-management relations. The basic text for this course is CPP 72, Administering the Labor Agreement.

2. Objectives of the Course. Objectives of this Department of the Army course on Administering the Labor Agreement are to—

a. Encourage meaningful relationships between management and unions and union representatives who represent Department of the Army employees.

b. Help assure the prudent and effective administration of local labor-management agreements through improved understanding of—

(1) Department of the Army policy and philosophy on relationships with labor organizations.

(2) The content and meaning of each provision in the local agreements.

(3) The respective roles of union and management officials.

(4) The importance of evaluating experience under negotiated agreements.

3. For Whom Intended. This course is designed mainly for first-line supervisors and middle managers who are now or will be involved in the day-to-day administration of labor agreements. Higher level members of management can also benefit from this training, especially if they have not been intimately involved in the original contract negotiations. However, first and second level supervisors will probably derive the greatest benefit and make up the majority of attendees in most courses.

4. Scope and Design. *a.* The course is devoted primarily to general concepts and principles that underlie union-management relationships involved in administering a negotiated agreement. Throughout the course, the emphasis is on understanding the contract and the respective roles of management and the union in cooperatively and profitably administering the agreement.

b. The course itself will be variable in length depending on each local situation, complexity of the local contract, and previous training received by supervisors. Under ordinary conditions it should be completed in ten hours or less. This course provides for five sessions with a flexible time schedule for each session. The second session, which involves a detailed review of the negotiated agreement, is the most important session and will probably require more time than any of the other four sessions. In exceptional circumstances (e.g., a "boiler plate" contract covering a small unit), the entire course could conceivably be presented in a single day. To be most effective it is recommended that the five sessions be scheduled on consecutive days but conditions may require that it be given intermittently; however, all sessions should be completed within a one-month period.

c. In any case, it will be a locally developed course built around the local contract and developed in light of the local operating situation. Each session is keyed to subjects covered in specific chapters of CPP 72. For this reason, sessions have been divided into the following subject matter topics:

First Session: Expectations of Army Management
Second Session: Understanding the Contract
Third Session: Role of Management
Fourth Session: Role of the Union
Fifth Session: Evaluating Experience with the Contract

5. Methodology. The learning activities in which the participants will be engaged can be grouped into the following categories:

a. Lectures. The lectures in this course may be patterned after the material covered in CPP 72 but should not be taken verbatim from the pamphlet since it serves as the text for the course. The information provided should be geared to local situations, conditions, and experience, particularly with respect to analysis and interpretation of the local contract. Information on the Army's philosophy and concepts regarding contract administration is provided in the pamphlet.

The lectures should be given by key military and civilian officials at the installation who understand the content of the labor agreement, the unit covered by the contract and are familiar with the installation's policy concerning labor-management relations. Except for the keynote address, the lectures should be followed by question and answer periods.

b. Conferences and work groups. Participants are provided the opportunity to confer in work groups of differing sizes. Participants should be rotated among the various work groups to assure that each benefits from the ideas and opinions of as many of the other participants as possible. Emphasis in these work group activities is on working toward clarification and understanding of the philosophy of labor-management relations, the local policy with regard to the role of management, and the union and the local agreement under which both parties must live.

c. Case discussions. Case discussions serve to support other learning activities. In addition to the broad discussion group objectives, this technique also serves the purposes of either setting the stage for a particular lecture which follows or to draw out possible meanings from previous lectures. Case studies are also used for the purpose of generating insights into the attitudinal aspects of a situation or problem, improving problem identification, observation, problem-solving and other skills practices.

d. Role playing. This method may be used during a case study. If correctly used, it can be an effective learning technique for the student because it adds a touch of realism and gives the participant practical exercise.

e. Homework reading assignments. The participants should read and study the assigned material in CPP 72 and the local union agreement in order to prepare themselves for intelligent and productive discussions.

f. Film. The following films are available and may be used in the course where appropriate in accordance with local needs:

Title	*How to obtain*
(1) EO 11491—Labor-management Relations in the Federal Service (General, overall coverage of the program under EO 11491)	Normal Army film procurement channels (i.e., Audio-Visual Support Centers).
(2) The Grievance MF 61–9752 (Describes grievance case from inception through arbitration)	Same as above.
(3) Let's Arbitrate MF 61–9751 (Depicts actual grievance arbitration hearing)	Same as above.
(4) So Now You Have An Agreement MN–10208 (Describes various problems that occur in the administration of an agreement)	Normal Navy film procurement channels (ie., Training Aids Section, Centers and Facilities and Training Activities).
(5) The Union Steward and You MN–10686 (Covers roles of shop steward and first line supervisor)	Same as above.

g. Other visual aids. The use of a view-graph for showing transparencies may be particularly helpful. The transparencies may be used in conjunction with lecture material, as an aid in explaining the course schedule and format, or for conducting a review of the major provisions of the local agreement.

COURSE ADMINISTRATION

1. Size of Classes. Class size should range between a minimum of 15 and a maximum of 30 students, except in cases where there is a small bargaining unit with fewer than 15 supervisory personnel. The small size is dictated by the fact that the basic learning which will take place will come from small group discussions on contract content and problems encountered. Groups which are too large will tend to inhibit free discussion, be confusing to the participants, reduce participation of the individual and generally, create a less favorable learning environment.

2. Staff. The course director should be either a labor relations specialist from the Civilian Personnel Office or an influential management official who occupies a key position in the organization where the union has recognition.

Proper administration of the course requires a sufficient number of key officials to serve as discussion group leaders and an experienced trainer to effectively monitor and guide the activities of each session. Although ability to present ideas is desirable, major consideration should be given to assuring that discussion group leaders understand the contract and the problems and conditions arising from the union-management relationship at the local level. These officials should also be well acquainted with the mission, organizational structure, and operating procedures of the organizations where the union has recognition.

Three panel members are required for the second session. These officials must be knowledgeable of the union situation at the installation and they must thoroughly understand and be able to interpret the provisions of the agreement. At least one panelist must have been involved in the negotiation of the contract.

A knowledgeable and articulate union official can provide meaningful assistance in the discussion of the role of the union at the fourth session. A management official should also be available to give management's view of the union role.

The Civilian Personnel Officer or the course director should summarize and close the training at the end of the last session.

3. Facilities. The program requires one large meeting room suitable for lectures and discussion type activities for the total group. Additional rooms will be needed for the small discussion groups. The latter rooms should have a conference table arrangement and each should be equipped with a blackboard or suitable substitute.

4. Logistical Needs. Most of the materials required for conducting this course are available locally. The text, CPP 72, Administering the Labor Agreement, should be requisitioned through normal publications channels sufficiently in advance of the course to have the pamphlets in the hands of the participants at least one week before the course begins.

5. Handouts. No completed handouts, as such, are provided for this course. Rather, samples of the kinds of case studies which may be used and adapted to fit the local situation are included in the appendixes. In addition, the course director is encouraged to develop and prepare other cases and handouts, based on local experiences.

6. Preparation of Participants. A letter (or other appropriate individual communication) should be forwarded through channels to each person selected to attend the course and, in addition to the usual information regarding time, place, etc., the notice should also encourage the individual to read and become thoroughly familiar with the text for the course, CPP 72 and the local contract. Copies of each should be attached and should reach the student at least one week before the course begins.

COURSE OUTLINE

This outline is only a suggested agenda. The omission of time specifications for each activity is deliberate since the training task to be accomplished and time available will dictate adjustments in the course. Generally, more time will be required for the session on "Understanding the Contract" than for any of the others. Completion of the course will usually take 10 hours or less but in situations where little previous training is provided, where it is a first agreement or where the local agreement is particularly complex, additional time may be required. Similarly, where there is an harmonious labor-management relationship and a "boiler plate" contract, less than 10 hours may be required.

COURSE OUTLINE

Session One

Objective	Staff	Activity for the session	Next session assignment
1. To introduce the course, its objectives and format.	Course Director	1. CPO welcomes students and outlines overall objectives of the course.	1. Read and study local negotiated contract.
2. To promote local understanding and support of the Army's philosophy concerning administration of negotiated union agreements.	One Group Leader for each discussion Group.	2. Course Director discusses format and schedule of course, including use of CPP 72; and outlines objectives for first session. 3. CO delivers speech on expectations of Army management. 4. Course Director divides the class into small groups of 5–7 students to discuss message of lecture by CO. 5. Reassembles entire class and each group reports. 6. Course Director summarizes session and clarifies any apparent differences of understanding.	2. Read and study chapter 3, CPP 72.

Session Two

Objective	Staff	Activity for the session	Next session assignment
1. To assist students to understand the local contract.	Course Director	1. Course Director informs students of session objectives and presents panel members.	1. Read and study chapter 4, CPP 72.
2. To help students relate contract understanding to their specific jobs.	Three key management officials who fully understand the contract.	2. Panel reviews entire contract in general with specific attention to articles having a "history." 3. Question and answer period.	2. Read and study case for third session.

COURSE OUTLINE—Continued

Session Three

Objective	Staff	Activity for the session	Next session assignment
1. To better understand management's role in labor-management relationship. 2. Emphasize management's responsibility to inform and consult.	Course Director Key Management Official One group leader for each discussion group.	1. Course Director outlines objectives of the session. 2. Introduce Management speaker. 3. Key official delivers lecture on role of management. 4. Course Director divides class into groups of 5–7 students for case study and discussion. 5. Reassembles and receives group reports. 6. Question and answer period.	1. Read and study chapter 5, CPP 72. 2. Read and study case for fourth session.

Session Four

Objective	Staff	Activity for the session	Next session assignment
1. To develop an appreciation for and understanding of the role of the union. 2. To better understand the role of the steward and what he (the steward) understands his role to be.	Course Director Local union official and/or steward. Key management official	1. Course Director outlines objectives of the session. 2. Introduces union speaker who discusses role of the union. 3. Introduces management official who discusses the role of the union as seen by management. 4. Question and answer period with union and management officials as panel. 5. Course Director divides class into groups of 5–7 students for case study and discussion. 6. Reassembles and receives group reports. 7. Question and answer period.	1. Read and study chapters 6 and 7, CPP 72.

COURSE OUTLINE—Continued

Session Five

Objective	Staff	Activity for the session	Next session assignment
1. To encourage continuous evaluation of the contractual relationship.	Course Director	1. Course Director outlines objectives of the session.	
2. To challenge students and encourage them to apply what they have learned to their actual work situation.	CPO or chief negotiator for management.	2. Introduces speaker (Chief management negotiator, CPO, or other appropriate official) who delivers lecture on evaluating experience with the agreement. 3. Question and answer period. 4. Course Director summarizes the course.	
3. To summarize, award completion certificates and close out the course.		5. CO or CPO awards completion certificates. 6. Course Director closes out the course.	
END			

SESSION ACTIVITIES

FIRST SESSION

EXPECTATIONS OF ARMY MANAGEMENT

OBJECTIVES FOR THE SESSION

1. To introduce the course, its objectives and format.

2. To promote local understanding and support of the Army's philosophy concerning administration of negotiated labor agreements.

STAFF

Course Director and discussion group leaders.

ADVANCE PREPARATION

Read and study chapters 1 and 2 of CPP 72.

The Civilian Personnel Officer should welcome the participants "unofficially" to the course and outline overall objectives of course. The introductory remarks for the CPO should be based on points similar to those discussed in chapter 1, CPP 72 to fit your installation. A suggested outline is in appendix A. The Commanding Officer or his designated representative should deliver the keynote lecture, "Expectations of Management." Prepare a lecture, to be delivered by the CO, concerning today's environment for labor relations, the installation's policy of affirmative willingness to deal with the union, and that labor relations is not a separate item but an integral part of the total personnel management program. The outline of chapter 2, CPP 72 can be used as a guide but is not to be followed verbatim. Rather, emphasis should be placed on subjects appropriate to the local situation. A suggested outline of the CO's speech is in appendix B.

ACTIVITY FOR THE SESSION

1. Welcome and introductory remarks by CPO.

2. The Course Director should discuss the format, methodology, and the schedule for the entire program and the objectives for this first session.

3. Speech—Expectations of Management—Commanding Officer.

4. Brief break.

5. Small discussion groups—Break the class into small groups and have them discuss among themselves—What was the message in the lecture? What is the CO's philosophy? What challenges do you foresee in striving to meet his expectations in this matter? How do you assess the impact on you in your present position? Have each group designate a spokesman to summarize the group response to these questions.

6. Reassemble the entire class and have each spokesman report to the total group.

7. Summary of the session and clarification of differences of understanding. (Course Director).

ASSIGNMENT FOR SECOND SESSION

1. Review and study the negotiated agreement.
2. Read and study chapter 3, CPP 72.

SECOND SESSION

UNDERSTANDING THE CONTRACT

OBJECTIVES FOR THE SESSION

1. To assist the participants in gaining a greater knowledge and understanding of the local agreement.

2. To help participants apply their knowledge and understanding of the agreement to the specific job of managing employees.

STAFF

The staff should include three key officials, with at least one official having been involved in the negotiation of the agreement, who are knowledgeable of all of its provisions. These officials should be able to discuss any compromises arrived at during negotiations and should be able to thoroughly explain how and why agreement was finally reached on each provision. They will be used as panel members for the purpose of discussing the agreement in detail to insure complete understanding. They must possess the authority to interpret the various clauses and explain the impact that the contract could have on both employees and management.

ADVANCE PREPARATION

Staff and participants—Review and study the local labor agreement. Read and study chapter 3, CPP 72.

ACTIVITY FOR THE SESSION

(This session is extremely important and will take more time than any of the other sessions.)

1. Inform the class of the session objectives.

2. Present the panel members.

3. Review of the agreement. This session calls for cooperation, teamwork and maximum ingenuity on the part of the panelists who lead it. Some potential learning hazards involved are boredom resulting from repetitious methodology, overemphasis on what the participants may consider to be the obvious, and unnecessarily slow pacing. On the other hand, there is the ever-present danger of inadvertent (sometimes deliberate) misinterpretation of words, incorrect assumptions, and unjustified belief that "This can't or won't happen in my shop." It is imperative, therefore, that the panel members do some careful planning well in advance of the session to separate the truly critical items from the less critical and spend the bulk of their time on the important issues. As "THE experts," they should keep the following suggestions in mind:

a. Allow liberal, but not excessive time for questions and for discussion of doubtful items *until there is evidence of full understanding by the participants.* This may require only a few minutes for a simple clause, but an hour or two for more critical or ambiguous passages. Further implications and suggestions on timing are set forth under *e* below.

b. Sometimes it helps to have a group member provide his explanation or interpretation for the group as to how he perceives a particular provision or passage in the contract.

c. If there is difference of understanding among the participants concerning what the language is intended to convey, or if it appears that the group is reaching an erroneous conclusion, a panel member should intervene and supply the correct interpretation of the article or passage under discussion.

d. The panel members should endeavor to share with the participants some "inside dope" by relating, for example, what it was that the union officials said they wanted during the actual negotiating sessions, why they wanted it, and why the article was couched in the particular language chosen. This may be followed by an expression of insights concerning potential abuses which management anticipates on the part of either or both union and management.

e. Session two may be divided into several periods of assembly varying in length from 2 to 3 hours, and held on different days. It is intended that the timing on this part of the course be very flexible and dependent upon the local situation as well as the length and complexity of the negotiated agreement. Some contracts may be quite short and simple, and contain only the minimum required provisions ("boiler plate"). Conceivably, a boiler plate type of contract could be completely covered in a single assembly period of 2 hours or less. On the other hand, the most complicated and lengthly contracts will require extensive review and discussion. Review under these circumstances may be scheduled in a variety of ways depending upon the local situation—for example: a series of 2 to 3-hour meetings daily over a period of 1 to 2 weeks; meetings every other day over a longer period; or continuous meetings. *In no instance should a meeting continue beyond 2 hours without an intervening break or lunch period.* To repeat, DO NOT MOVE ON UNTIL YOU ARE SURE THAT THE PARTICIPANTS UNDERSTAND WHAT THE CONTRACT IS INTENDED TO SAY AND HOW IT SHOULD BE APPLIED.

4. Summarize the session.

ASSIGNMENT FOR THIRD SESSION

1. Read and study chapter 4, CPP 72.
2. Read and study the case assigned for session three.
   (Handout case study.)

THIRD SESSION

ROLE OF MANAGEMENT

OBJECTIVE FOR THE SESSION

To assist participants in attaining a greater insight into the role of management and its obligations in the labor-management relationship, with particular emphasis on management's responsibility to inform and consult.

STAFF

This session requires a key member of the top management team; preferably one who can speak from experience on the local labor-management relationship. This session will also require discussion leaders to help conduct productive case discussion with small groups.

ADVANCE PREPARATION

Prepare a lecture based on the role of local management in the labor-management relationship. The lecture should illustrate principles described in chapter 4, CPP 72. A case study involving failure to consult with the union based upon an imaginary problem at your local installation would help set the stage for meaningful discussion. The case should have been distributed to the students at the close of the second session. Case No. 1, "The Shift Change," in appendix C may be used, if needed.

ACTIVITY FOR THE SESSION

1. Introduce speaker.
2. Lecture—Role of Management.
3. Question and answer period.
4. Brief break.
5. Case study—Divide the entire group into smaller units. Five to seven people for each group are ideal for case work. Have the group designate a spokesman to summarize the group discussion of such questions as: What does consult and inform mean? What are management's responsibilities to consult and inform? When is management obligated to consult and/or inform? Is the incident in the case a good example of a supervisor's attempt to meet this obligation? If not, why not?
6. Reassemble the groups and have each spokesman report the highlights of his group's discussion.
7. Summarize the session.

ASSIGNMENT FOR FOURTH SESSION

1. Read and study chapter 5, CPP 72.
2. Read and study the case assigned for Session four. (Handout case study.)

FOURTH SESSION

ROLE OF THE UNION

OBJECTIVES FOR THE SESSION

1. To assist the participants to develop an understanding of and appreciation for the role of the union in the day-to-day labor-management relationship.

2. To help the participants to recognize and better understand the role of the union steward and what he (the steward) envisions his duties and responsibilities to be.

STAFF

If possible, a union official and/or the chief steward should be invited to discuss the role of the union. He should give the group the union's point of view and be able to answer questions for the union. In addition, a management official should describe the role of the union as seen from the management side. This dual presentation should not only help clarify the steward's responsibilities but, also, the local ground rules under which the stewards will operate. This session also requires group leaders for the case discussion.

ADVANCE PREPARATION

A lecture should be developed covering the basic concepts of the union role as discussed in chapter 5, CPP 72. The lecture should provide a brief look at the role of the union steward from management's viewpoint. It should emphasize that the steward has an important and legitimate role in the labor relations program. The concept of dual allegiance of the steward to the installation and the union should also be discussed. Prior to this session students should read, if available, the Steward's Manual of the union which is a party to their agreement. A case study should be developed which stresses the dual role of the union steward. Case No. 2, "The Emergency" or Case No. 3, "The High Priority Job" from appendixes D and E may be used.

ACTIVITY FOR THE SESSION

1. Introduce speaker(s).
2. Presentations—Role of the Steward.
   a. Union representative.
   b. Management representative.
   c. Question and answer period.
3. Brief break.
4. Case study—Divide the class into work groups. Have participants discuss the roles involved in the case and elect a spokesman to summarize the group's opinions on such questions as: What is a union steward and what are his responsibilities? What part does he play in the labor-management relationship? How should a supervisor look upon and deal with the dual allegiance role of the steward? What authority does a steward

have to act? In the case, how should the incident have been handled by the supervisor(s)?

5. After the groups have had sufficient time to discuss the case, assemble all the participants and have the group spokesmen present their reports.

6. Summarize the session.

ASSIGNMENT FOR FIFTH SESSION

Read and study chapters 6 and 7, CPP 72.

FIFTH SESSION

EVALUATING EXPERIENCE WITH THE CONTRACT

OBJECTIVES FOR THE SESSION

1. Encourage the participants to continuously evaluate their experience with the labor agreement.

2. To challenge and encourage the participants to apply what they have learned to their actual work situation.

3. To summarize, award training certificates, and close out the course.

STAFF

The chief negotiator for management would be in a good position to deliver the lecture on evaluation. He would be familiar with the problems encountered in past negotiations and should know what improvements will be sought in future negotiations. On the other hand, it may be more appropriate for the CPO to give the lecture since he is more familiar with policies affecting employees, problem cases and their causes, and the use and purpose of evaluation. Either the Commanding Officer or the Civilian Personnel Officer should award the completion certificates to the participants.

ADVANCE PREPARATION

A lecture built around the importance of evaluating experiences in administering the labor agreement should be developed. It should include basic concepts of evaluation, such as, who does it, what to look for, how to collect and record information, how to maintain, categorize and file information, how to use and interpret the findings, and how to communicate them to higher management levels. The basic message is outlined in chapter 6, CPP 72. The Course Director should also be prepared to summarize the entire course. Chapter 7, CPP 72 may be used as a guide for this purpose. Prepare completion certificates to give the participants. Prepare Record of Training (DA Form 750) for the student's 201 file.

ACTIVITIES FOR THE SESSION

1. Introduce the speaker.
2. Lecture—Evaluating Experience Under the Contract.
3. Question and answer period.
4. Brief break.
5. Summary of the whole course.
6. Award completion certificates.
7. END.

APPENDIX A

INTRODUCTORY REMARKS BY CPO

SUGGESTED OUTLINE

Welcome and Introductory Remarks.

Brief Labor Management History:

—Prior to EO 10988

—Since EO 10988 (review requirements and experiences)

—Since EO 11491 (review requirements and experiences)

Statistics on Labor Relations Program:

—DA-wide

—Command-wide

—At local installation

Impact of the Labor Relations Program:

—at the National level

—Lobbying in Congress

—Consultation with Agency Headquarters

—On the local program

—Responsibility to consult and inform

—Nonreluctant critics

—Role of the supervisor

—Role of the CPO

Overall objectives of the Course.

APPENDIX B

REMARKS BY COMMANDING OFFICER

SUGGESTED OUTLINE

This outline should be expanded and modified to meet the local situation.

Introductory Remarks

Refer to statistics in talk by CPO in previous session. With this degree of vested interest in their membership, unions are here to stay.

Employee participation in developing personnel policies can be useful to management. Experience in Army since 1962 has proven this statement. The unions have been effective in their role as nonreluctant critics and have provided a reliable sounding board for proposed personnel policies and practices. Employees are better informed and managers are more aware of the problems and working conditions affecting employees.

Point up the total environment for organizing (union or otherwise) in today's world.

DA stresses informality in relationships:

—Creates better understanding

—Formality is expensive (letters, memoranda, etc.)

—Helps achieve goal of "efficient conduct of the public business."

Comments regarding local labor-management relationships.

Local commander's endorsement of the program.

If local management believes in the objectives of the program, then it is much more likely that the objectives will be attained.

Management sometimes gets the type of union and union leadership it deserves. It's up to us to make it work.

APPENDIX C

CASE NO. 1

THE SHIFT CHANGE

Scene—"Standup" meeting in Supervisor's Office (four or five persons—union types—stewards), Supervisor addressing them:

Supervisor—"OK fellows, I've called you together to consult with you as required in the Union Contract. As you know there's been some talk about our adding another shift. Well, this is it. After the required notice a new shift will go into production. This is advance notice to you before notices go out to the help. The new shift will go on 3 weeks from next Monday. Now don't get excited, we're going on the basis of seniority just the way you like it. Any questions? OK, fine. Let's get back to work."

APPENDIX D

CASE NO. 2

THE EMERGENCY

Scene—Supervisor's Office.
Supervisor at desk—Steward walks in:

Steward—"Say boss, I've got to dash over to Building 22, a little emergency has come up."

Supervisor—"Emergency? How much of an emergency? I can't let you go right now! Don't forget that job we're running now has a real deadline—I shouldn't have to remind you of that!"

APPENDIX E

CASE NO. 3

THE HIGH PRIORITY JOB

Scene in shop—Division Chief talking with Steward—no dialogue. Immediate Supervisor shown walking toward them. Steward says:

Steward—"Thanks Mr. _____ " (walks away). Division Chief turns to supervisor and says:

Division Chief—"Joe just told me he had an emergency situation to look into over at Building 22 and I OK'd it."

Supervisor—"What!?, I just refused his request because he is working on that high priority job we're running!"

By Order of the Secretary of the Army:

W. C. WESTMORELAND,
General, United States Army,
Chief of Staff.

Official:

VERNE L. BOWERS,
Major General, United States Army,
The Adjutant General.

Distribution:

To be distributed in accordance with DA Form 12–4 requirements for Civilian Personnel Pamphlet.

☆ U.S. GOVERNMENT PRINTING OFFICE: 1971—480-802/3056A